Main Criteria: Structure and Style for Students Secondary Criteria: Connecticut State Standards Subject: Language Arts

Grade: 6

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards			
STATE FRAMEWORK		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards			
STATE FRAMEWORK		Research to Build and Present Knowledge			
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards			
STATE FRAMEWORK		Range of Writing			
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards			
STATE FRAMEWORK		Comprehension and Collaboration			
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			

DOMAIN /
CONTENT
STANDARD

CT.CC.S Speaking and Listening Standards L.6.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

ST AT E FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use

strategies to improve expression in conventional language.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE		Vocabulary Acquisition and Use

GRADE LEVELL.6.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Connecticut State Standards Language Arts

Grade 6 - Adopted: 2010

CT.CC.RI Reading Standards for Informational Text

DOMAIN / CONTENT STANDARD

STATE

FRAMEWORK

.6.

FRAMEWORK

Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text			
STATE FRAMEWORK		Craft and Structure			
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings			
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text			
STATE FRAMEWORK		Integration of Knowledge and Ideas			
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards			
STATE FRAMEWORK		Text Types and Purposes			
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards			
STATE FRAMEWORK		Production and Distribution of Writing			

GRADE LEVEL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
EXPECTATION		revising, editing, rewriting, or trying a new approach.

GRADE LEVELW.6.6.Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.		
ST AT E FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	

DOMAIN /	CT.CC.W.	Writing	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in

a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

ST AT E FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CT.CC.SL Speaking and Listening Standards CONTENT .6. STANDARD

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.S	Speaking	and	Listening	Standards
CONTENT	L.6.				
STANDARD					

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.2(b)	
EXPECTATION	L.6.2(b)	spelling when writing.
EXPECT AT ION INDICATOR DOMAIN / CONTENT	L.6.2(b)	spelling when writing. Spell correctly.
EXPECT AT ION INDICATOR DOMAIN / CONTENT ST ANDARD ST AT E	L.6.2(b) CT.CC.L. 6.	spelling when writing. Spell correctly. Language Standards
EXPECT AT ION INDICATOR DOMAIN / CONTENT ST ANDARD ST AT E FRAMEWORK GRADE LEVEL	L.6.2(b) CT.CC.L. 6.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
EXPECT AT ION INDICATOR DOMAIN / CONTENT ST ANDARD ST AT E FRAMEWORK GRADE LEVEL EXPECT AT ION	L.6.2(b) CT.CC.L. 6. L.6.4.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
EXPECT AT ION INDICATOR DOMAIN / CONTENT ST ANDARD ST AT E FRAMEWORK GRADE LEVEL EXPECT AT ION INDICATOR	L.6.2(b) CT.CC.L. 6. L.6.4(a) L.6.4(d)	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXPECT AT ION INDICATOR DOMAIN / CONTENT ST ANDARD ST AT E FRAMEWORK GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR DOMAIN / CONTENT	L.6.2(b) CT.CC.L. 6. L.6.4(a) L.6.4(d) CT.CC.L.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6. STANDARD

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN /	CT.CC.RI Reading Standards for Informational Text
CONTENT	.6.
STANDARD	

ST AT E FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN /	CT.CC.W. Writing	Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards 6.

DOMAIN / CONTENT STANDARD

STANDARD		
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not').
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT ST ANDARD	CT.CC.SL .6.	- Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by

referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CT.CC.S Speaking and Listening Standards L.6. DOMAIN / CONTENT ST ANDARD

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL LEXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.6.2(b) Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CT.CC.L. Language Standards 6.

DOMAIN /

CONTENT

 ST ANDARD
 Vocabulary Acquisition and Use

 FRAMEWORK
 Vocabulary Acquisition and Use

 GRADE LEVEL
 L.6.6.
 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
ST AT E FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN /	CT.CC.R	Reading	Standards	for Literature
CONTENT	L.6.			
STANDARD				

STANDARD		
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6.

STANDARD

STATE		Text Types and Purposes
FRAMEWORK	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant
EXPECTATION		descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVELW.6.6.Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN /	CT.CC.SL Speaking and Listening Standards
CONTENT	.6.
STANDARD	

GRADE LEVEL EXPECTATION

L.6.2.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Language Arts
CONTENT		Language Art s Grade 6 - Adopted: 2010
CONTENT STANDARD STATE		Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6.	Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL GRADE LEVEL	L.6. RL.6.1.	Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	L.6. RL.6.1. RL.6.2. RL.6.3.	Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	L.6. RL.6.1. RL.6.2. RL.6.3.	Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
ST AT E FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN /	ст.сс.и	V. Writing Standards

	••••••	
CONTENT	6.	
STANDARD		

ST AT E FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	_ Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT CT.CC.S Speaking and Listening Standards L.6.

STANDARD	L.0.	
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CT.CC.L. Language Standards 6.

DOMAIN / CONTENT STANDARD

ST AT E FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVELL.6.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
CONTENT		Reading Standards for Literature Range of Reading and Level of Text Complexity
CONTENT STANDARD STATE		-
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6. RL.6.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	L.6. RL.6.10. CT.CC.W.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	L.6. RL.6.10. CT.CC.W.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6. RL.6.10. CT.CC.W. 6.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.6. RL.6.10. CT.CC.W. 6. W.6.2. W.6.2(b)	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.6. RL.6.10. CT.CC.W. 6. W.6.2. W.6.2(b) CT.CC.W.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
CONTENT		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD STATE		-
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	6. W.6.8.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	6. W.6.8. СТ.СС.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	6. W.6.8. СТ.СС.W.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards
CONTENT STANDARDSTATE FRAMEWORKGRADE LEVEL EXPECTATIONDOMAIN / CONTENT STANDARDSTATE FRAMEWORKGRADE LEVEL	6. W.6.8. CT.CC.W. 6. W.6.10.	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONTENT STANDARDSTATE FRAMEWORKGRADE LEVEL EXPECTATIONDOMAIN / CONTENT STANDARDSTATE FRAMEWORKGRADE LEVEL EXPECTATIONDOMAIN / CONTENT	6. W.6.8. CT.CC.W. 6. W.6.10. CT.CC.SL	Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
ST AT E FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 6.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
ST AT E FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / CONTENT STANDARD	CT.CC.W 6.	/. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	. Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE		Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

Connecticut State Standards Language Arts

Grade 6 - Adopted: 2010

		Grade 0 - Adopted. 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT ST ANDARD	CT.CC.SI .6.	L Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR

SL.6.1(c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN /	CT.CC.L. Language Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT	CT.CC.RI .6.	Reading Standards for Informational Text

CONTENT **STANDARD**

STANDARD

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN /	CT.CC.RI Reading Standards for Informational Text
CONTENT	.6.
STANDARD	

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / **CT.CC.W. Writing Standards** CONTENT 6. **STANDARD**

STATE **Text Types and Purposes** FRAMEWORK **GRADE LEVEL** W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information **EXPECTATION** through the selection, organization, and analysis of relevant content. INDICATOR Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, W.6.2(a) comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. INDICATOR W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. INDICATOR W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. DOMAIN / CT.CC.W. Writing Standards CONTENT 6.

ST AT E FRAMEWORK		Production and Distribution of Writing					
GRADE LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
GRADE LEVEL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,					
EXPECTATION		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.					
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards					
STATE FRAMEWORK		Research to Build and Present Knowledge					
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.					
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.					
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards					
STATE FRAMEWORK		Range of Writing					
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards					
STATE FRAMEWORK		Comprehension and Collaboration					
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.					
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.					
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.					
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards					
ST AT E FRAMEWORK		Conventions of Standard English					

GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
INDICATOR	L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.			
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use trategies to improve expression in conventional language.			
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards			
STATE FRAMEWORK		Conventions of Standard English			
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
INDICATOR	L.6.2(b)	Spell correctly.			

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 6.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

		Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.					
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).					
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text					
STATE FRAMEWORK		Craft and Structure					
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings					
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text					
STATE FRAMEWORK		Integration of Knowledge and Ideas					
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.					
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards					
STATE FRAMEWORK		Text Types and Purposes					
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,					
		comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.					
INDICATOR	W.6.2(b)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and					
INDICATOR	W.6.2(b) W.6.2(d)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.					
	W.6.2(d)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.					
INDICATOR DOMAIN / CONT ENT	W.6.2(d)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.					
INDICATOR DOMAIN / CONTENT STANDARD STATE	W.6.2(d)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards					

GRADE LEVELW.6.5.With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
revising, editing, rewriting, or trying a new approach.

GRADE LEVELW.6.6.Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with
others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT ST ANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	. Language Standards				
STATE FRAMEWORK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106				
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010				
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text				
STATE FRAMEWORK		Key Ideas and Details				
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text				
STATE FRAMEWORK		Craft and Structure				
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings				
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text				
STATE FRAMEWORK		Integration of Knowledge and Ideas				
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards				

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
		strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.6.2(b) Spell correctly.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

ST AT E FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. Language Standards 6.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010

DOMAIN /	CT.CC.R	Reading Standards for Literature
CONTENT	L.6.	
STANDARD		

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD

EXPECTATION

CT.CC.R Reading Standards for Literature L.6.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

ST AT E FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

multimedia when useful to aiding comprehension.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.



STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	1 - (1/2)	Descention resisting from standard Earlich is their own and others within and an eliment and identify a

INDICATOR L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

L.6.1(d)

INDICATOR

ST AT E FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECT ATION	 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.6.2(b) Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

ST AT E FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

DOMAIN /
CONTENT
STANDARD

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,
INDICATOR	W.6.2(a)	comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CT.CC.W. Writing Standards 6.

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT	CT.CC.W. Writing Standards
STANDARD	0.

ST AT E FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g.,

stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT	CT.CC.SL Speaking and Listening Standards .6.
STANDARD	

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
		Presented a second state and second and English sector for the second second
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.6.2(b)	
EXPECTATION	L.6.2(b)	spelling when writing.
EXPECT AT ION INDICATOR DOMAIN / CONTENT	L.6.2(b)	spelling when writing. Spell correctly.
EXPECT AT ION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.6.2(b)	spelling when writing. Spell correctly. Language Standards
EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	L.6.2(b) CT.CC.L. 6.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
EXPECT ATION INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECT ATION	L.6.2(b) CT.CC.L. 6. L.6.4.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
EXPECT AT ION INDICATOR DOMAIN / CONTENT STANDARD ST AT E FRAMEWORK GRADE LEVEL EXPECT AT ION INDICATOR	L.6.2(b) CT.CC.L. 6. L.6.4(a) L.6.4(d)	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXPECT AT ION INDICATOR DOMAIN / CONTENT STANDARD ST AT E FRAMEWORK GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR DOMAIN / CONTENT	L.6.2(b) CT.CC.L. 6. L.6.4(a) L.6.4(d) CT.CC.L.	spelling when writing. Spell correctly. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010

		Graue 6 - Auopieu. 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	. Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W 6.	. Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SI .6.	- Speaking and Listening Standards

STANDARD

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use
		strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L. Language Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

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DOMAIN /	CL.CC.L.	Language Standards	5
CONTENT	6.		
STANDARD			

STATE Vocabulary Acquisition and Use FRAMEWORK **GRADE LEVEL** L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 6 reading and content, choosing flexibly from a range of strategies. INDICATOR L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). DOMAIN /

STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Connecticut State Standards

Language Arts

Grade 6 - Adopted: 2010

DOMAIN /	CT.CC.RI Reading Standards for Informational Text
CONTENT	.6.
STANDARD	

ST AT E FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN /	CT.CC.RI Reading Standards for Informational Text
CONTENT	.6.

Text Types and Purposes

STANDARD

STATE FRAMEWORK

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	
STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	
STATE FRAMEWORK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards	
STATE FRAMEWORK		Range of Writing	

GRADE LEVELW.6.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL Speaking and Listening Standards .6.	
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,
		text, or issue under discussion.

SL.6.1(b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

INDICATOR

ST AT E FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or peaking.	
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.6.2(b) Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	I Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	I Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	I Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CT.CC.W. Writing Standards 6.

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.6.9(a) Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CT.CC.W. Writing Standards 6.

DOMAIN / CONTENT **STANDARD**

ST AT E FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL Speaking and Listening Standards .6.	
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

STATE **Conventions of Standard English** FRAMEWORK **GRADE LEVEL** L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** speaking. INDICATOR L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use INDICATOR L.6.1(e) strategies to improve expression in conventional language.

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DOMAIN /
              CT.CC.L. Language Standards
CONTENT
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STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

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Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT	CT.CC.W. 6.	Writing Standards
STANDARD	0.	
STANDARD STATE FRAMEWORK	0.	Production and Distribution of Writing
STATE	W.6.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CT.CC.W. Writing Standards 6.

DOMAIN / CONTENT STANDARD

ST AT E FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL Speaking and Listening Standards .6.	
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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DOMAIN / CT.CC.L. Language Standards
CONTENT 6.
STANDARD
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STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards Language Arts

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DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN /CT.CC.W. Writing StandardsCONTENT6.

STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN /	CT.CC.W. Writing	Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,
EXPECTATION		revising, editing, rewriting, or trying a new approach.

GRADE LEVEL W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with EXPECTATION others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN /	CT.CC.W.Writing Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L.	Language Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

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DOMAIN /
              CT.CC.L. Language Standards
CONTENT
             6.
STANDARD
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Spell correctly.

L.6.2(b)

ST AT E FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 19 Page 173-178

Connecticut State Standards Language Arts Grade 6 - Adopted: 2010

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN /	CT.CC.L. Language Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /

CT.CC.L.	Language	Standards
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CONTENT STANDARD	6.	
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
		Deading Standards for Informational Toxt

DOMAIN /	CT.CC.RI Reading Standards for Informational Text
CONTENT	.6.
STANDARD	

Integration of Knowledge and Ideas

STATE FRAMEWORK

GRADE LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to
EXPECTATION		develop a coherent understanding of a topic or issue.

GRADE LEVELRI.6.9.Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a
biography on the same person).

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(e)	Establish and maintain a formal style.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CT.CC.W. Writing Standards 6.

 ST AT E
 Research to Build and Present Knowledge

 GRADE LEVEL
 W.6.9.
 Draw evidence from literary or informational texts to support analysis, reflection, and research.

 INDICATOR
 W.6.9(a)
 Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CT.CC.L. Language Standards CONTENT 6.

CONTENT	
STANDARD	

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STANDARD

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L. Language Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010
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DOMAIN / CONTENT STANDARD	.6.	Reading Standards for Informational Text
ST AT E FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
ST AT E FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CT.CC.W. CONTENT 6. STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(e)	Establish and maintain a formal style.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / CONTENT ST ANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	6.
STANDARD	

STATE Research to Build and Present Knowledge FRAMEWORK

GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR W.6.9(a) Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

DOMAIN /	CT.CC.W. Writing Standards
CONTENT	6.
STANDARD	

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CT.CC.SL Speaking and Listening Standards CONTENT .6. STANDARD

ST AT E FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CT.CC.L. Language Standards CONTENT 6. STANDARD

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN / CONTENT STANDARD

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
DOMAIN /	CT.CC.R	Connecticut State Standards Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature
CONTENT STANDARD	L.6.	
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text

EXPECTATION complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.R .6.	I Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6. STANDARD

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6. STANDARD

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CT.CC.W. Writing Standards CONTENT 6. STANDARD

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
ST AT E FRAMEWORK		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a circle or a day or two) for a range of discipline specific tasks, purposes, and audiopses

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L. L	anguage Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6.

STANDARD

FRAMEWORK

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(b)	Maintain consistency in style and tone.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230
Domain /	CT.CC.R	Connecticut State Standards Language Arts Grade 6 - Adopted: 2010 Reading Standards for Literature
CONTENT ST ANDARD	L.6.	
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN /	CT CC P	Reading Standards for Literature

DOMAIN /CT.CC.R Reading Standards for LiteratureCONTENTL.6.STANDARD

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / CONTENT STANDARD	CT.CC.W 6.	. Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTATION

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN /	CT.CC.L.	Language	Standards
CONTENT	6.		
STANDARD			

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN /	CT.CC.L. L	anguage Standards
CONTENT	6.	
STANDARD		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CT.CC.L. Language Standards CONTENT 6.

STANDARD

FRAMEWORK

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(b)	Maintain consistency in style and tone.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE		Vocabulary Acquisition and Use

GRADE LEVEL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	
EXPECTATION		6 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
INDICATOR	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.	
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 6.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334	
		Connecticut State Standards Language Arts Grade 6 - Adopted: 2010	
DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
DOMAIN / CONTENT ST ANDARD	CT.CC.R L.6.	Reading Standards for Literature	
STATE FRAMEWORK		Craft and Structure	
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	

DOMAIN /	CT.CC.R	Reading	Standards	for Literature
CONTENT	L.6.			
STANDARD				

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text

complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .6. STANDARD

EXPECTATION

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPECTATION